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ABSTRACT

Designed to be used by administrators, professional staff, and community representatives to assess bilingual-bicultural education programs, the booklet consists of checklists (rating aspects of the programs on a 5-point scale which ranges from "not started" to "achieved") and a district profile sheet. Areas covered on the checklists include philosophy, management, staff preparation and inservice, program design, materials and resources, program evaluation, and community involvement. Information generated from the checklists can also be used for: establishing program goals; validation of promising practices or exemplary programs; self-appraisal (school, district, or community level); planning inservice; planning and evaluating federal programs; and disseminating information. (CM)

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CRITERIA for EXCELLENCE

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Bilingual-Bicultural Education

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Promising Practices

RC 012716

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Bilingual-Bicultural Education Programs

Criteria for Excellence

This booklet was designed to be used by administrators, professional staff and community representatives to assess bilingual-bicultural education programs. Other possible uses for information generated from using these criteria include:

Establishing program goals.
Validation of promising practices, or exemplary programs.
Self-appraisal (school, district or community level).
Planning inservice.
Planning and evaluating federal programs.
Disseminating information.

Rating scale:

1) not started. 2) started. 3) some progress. 4) almost achieved. 5) achieved.

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PHILOSOPHY

1. The district board has adopted a policy supporting bilingual-bicultural education. 1 2 3 4 5

2. The district policy includes a program philosophy that contributes to a comprehensive quality education, upon which program goals and objectives are based. 1 2 3 4 5

3. The program: 1 2 3 4 5

   a. Is open to all students regardless of racial background and/or national origin.

   b. Emphasizes the concept of pluralism, which includes respect for and acceptance of cultural differences.

   c. Stresses the development of a positive student self-identity.

   d. Is guided by an intimate knowledge and understanding of the applicable cultures.

   e. Reflects the lifestyle(s) and view(s) of the culture(s) represented in the district.

MANAGEMENT

4. A qualified individual has been identified as the program manager and given the authority, responsibility and time to develop and coordinate the program. This coordinator: 1 2 3 4 5

   a. Understands the components of the total bilingual-bicultural education program and its integration with the other curricular areas offered by the district.

   b. Arranges inservice for all program staff members.

   c. Provides counseling to students and staff.

   d. Assures necessary compliance with state and federal requirements.

Rating scale:

1) not started. 2) started. 3) some progress. 4) almost achieved. 5) achieved.

STAFF PREPARATION AND INSERVICE

5. Certificated native language teachers are sought, especially for classrooms where entering students speak a language other than English.	1	2	3	4	5
6. Certificated staff members have a minimum of coursework (nine hours) in English as a Second Language or other appropriate instructional methods in teaching first and second languages.	1	2	3	4	5
7. Administrative and/or instructional staff have:	1	2	3	4	5
a. Continuing inservice based on assessed needs according to program objectives.					
b. Opportunity to participate in professional development activities.					
c. Opportunity to use resource people as needed, regardless of degrees and/or certificates.					
d. Orientation to bilingual-bicultural education.					
e. Training in literacy and grammatical skills of the applicable native languages.					
f. Techniques in teaching first and second languages.					
g. Training in the teaching of reading and social studies.					
h. Training in use of appropriate educational materials.					
i. Training in counseling of students.					
j. Training in development of bilingual-bicultural curriculum.					
k. Training in program development, assessment and evaluation.					
8. There is organized recruitment and training of paraprofessionals. Training includes counseling services and opportunities to upgrade teaching skills through career ladder training programs.	1	2	3	4	5
9. Teachers of bilingual-bicultural education at all levels teach the reading skills that apply.	1	2	3	4	5
10. The program staff uses all available studies of the language(s) and culture(s) represented in the district.	1	2	3	4	5

Rating scale:

1) not started. 2) started. 3) some progress. 4) almost achieved. 5) achieved.

PROGRAM

11. The program is based on a written scope and sequence of skills, K-12. The scope and sequence is used in instruction and evaluation.	1	2	3	4	5
12. A realistic time frame for achievement of program goals and objectives has been established.	1	2	3	4	5
13. All available financial, material and human resources for bilingual-bicultural education are coordinated.	1	2	3	4	5
14. The program has a recorded history of its development.	1	2	3	4	5
15. The program implementation is based on realistic goals and objectives developed in consultation with the community, students, the district board, staff and administrators.	1	2	3	4	5
16. The program has a comprehensive plan of service, with both short-range and long-range plans.	1	2	3	4	5
17. The program is clearly and consistently articulated with other curricular areas adopted by the district.	1	2	3	4	5
18. The program is individualized:	1	2	3	4	5
a. Accommodation is made for students' varying learning styles, rates and abilities.					
b. Extended learning opportunities exist for gifted and talented students.					
c. Student skill attainment is continually recorded, and records are maintained throughout the grades. Progress is reported to parents and the community.					
19. Students are diagnosed:	1	2	3	4	5
a. There is an ongoing comprehensive system of evaluation including student entry-level proficiency in native language and English, assessment of skills, and assessment of degree to which local goals have been met.					
b. Each student is informed of progress and helps to plan personal goals and objectives.					

Rating scale:

1) not started. 2) started. 3) some progress. 4) almost achieved. 5) achieved.

MATERIALS AND RESOURCES

20.	Adequate materials are available or are being developed/purchased to support program objectives and goals.	1	2	3	4	5
21.	There is a continual review and inspection of new materials.	1	2	3	4	5
22.	Program materials:	1	2	3	4	5
	a. Reflect the culture(s) and heritage(s) of students.					
	b. Are correlated to the specific goals of the curriculum and are appropriate to student needs.					
	c. Are based on cooperative efforts of program staff, curriculum specialists, community members, school administrators and linguists.					
	d. Are reviewed and adapted when obtained from other sources, with translated materials checked for adequacy, accuracy and appropriate adaptation.					
	e. Are prepared in the standard orthography of the appropriate language, if for use in language instruction, and may reflect dialectal differences.					
23.	A materials resource center is set up and open to students and staff.	1	2	3	4	5
24.	The resource center includes a collection of current publications related to bilingual-bicultural education.	1	2	3	4	5
25.	Teachers are provided written guides for effective use of resources.	1	2	3	4	5
26.	Services of resource personnel are available as an integral part of the program.	1	2	3	4	5
27.	Staff is aware of supplemental materials and services available through local, regional and state libraries, media centers, regional resource centers, institutions of higher education, and others.	1	2	3	4	5

Rating scale:

1) not started. 2) started. 3) some progress. 4) almost achieved. 5) achieved.

PROGRAM EVALUATION

28. A continuous evaluation system provides a valid basis for making decisions about program goals and objectives.	1	2	3	4	5
29. The program is based on long-range priorities. It uses an annual assessment of student progress to monitor progress towards instructional improvement and to determine type(s) of programs to be delivered.	1	2	3	4	5
30. Student progress is assessed in relation to program goals and objectives.	1	2	3	4	5
31. The program coordinator is responsible for the evaluation process.	1	2	3	4	5
32. Teachers are involved in the program evaluation on a regular basis.	1	2	3	4	5
33. Students are involved in program evaluation.	1	2	3	4	5
34. Community members and/or parents are involved in program evaluation on a regular basis.	1	2	3	4	5
35. Needed changes identified through the evaluation are incorporated in the program.	1	2	3	4	5

COMMUNITY INVOLVEMENT

36. The program actively solicits local and/or regional input and approval:	1	2	3	4	5
a. Training programs are provided for interested community members.					
b. The program has an advisory committee which includes parents, community resource persons and bilingual staff. (This advisory committee may be the Community School Committee.)					
37. Community resources are identified and used to meet program objectives.	1	2	3	4	5
38. Parents are directly involved with the child's learning through such techniques as parent-teacher conferences, reports, volunteer work.	1	2	3	4	5
39. The program dissemination system not only keeps parents and community members informed of program goals and activities but also sets up a way to involve them in program development. Information is given in the appropriate media and languages.	1	2	3	4	5
40. The program recognizes and uses volunteers when available.	1	2	3	4	5

Rating scale:

1) not started. 2) started. 3) some progress. 4) almost achieved. 5) achieved.

Bilingual-Bicultural Education
Criteria for Exemplary Programs
DISTRICT PROFILE SHEET

	Not Started 1	Started 2	Some Progress 3	Almost Achieved 4	Achieved 5
PHILOSOPHY					
1 Board policy					
2 Program philosophy					
3 Philosophy guidelines					
MANAGEMENT					
4 Coordinator					
STAFF PREPARATION & INSERVICE					
5 Native language teachers					
6 Minimum coursework in language					
7 Staff inservice/training					
8 Paraprofessionals					
9 Reading skills taught					
10 Studies of local culture					
PROGRAM					
11 Scope & sequence					
12 Time frame					
13 Resources coordinated					
14 Recorded history					
15 Goals & objectives					
16 Plan of service					
17 Articulated					
18 Individualized					
19 Students diagnosed					
MATERIALS & RESOURCES					
20 Adequate materials					
21 Continual review & inspection					
22 Criteria for materials					
23 Resource center access					
24 Current publications					
25 Written guides					
26 Resource personnel					
27 Supplemental materials/services					
PROGRAM EVALUATION					
28 Continuous system					
29 Long-range priorities					
30 Assess by goals/objectives					
31 Coordinator responsible					
32 Teachers involved					
33 Students involved					
34 Community involved					
35 Changes incorporated					
COMMUNITY INVOLVEMENT					
36 Seek local input					
37 Local resources identification					
38 Parent involvement					
39 Dissemination system					
40 Volunteers used					

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